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ABSTRACT

The PAC-WISE program provided 150 hours of skills training in office occupations to single parents and homemakers with a high school diploma or General Educational Development (GED) certificate. Recruitment was effected mainly through GED classes and a flyer in the lobby of the administration building. Selection was based on need according to a three-point system that considered economic disadvantage, lack of skills or work experience, and number of minor children. Successful candidates were pretested using a test with questions on grammar, spelling, and telephone etiquette. The same test was given as a posttest. Classes were held five hours a day, five days a week, for six weeks. They included 10 hours of career guidance, 20 hours of job search skills, 10 hours of personal and professional development, 20 hours of computer use, 10 hours of office procedures, 20 hours of grammar, and 60 hours of typewriting. Student evaluations were extremely positive in regard to the program and individual instructors. The most frequent comment was that the program should be longer. Students found employment or were registered for vocational classes. (YLB)

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ED298333

PALO ALTO COLLEGE

WORKING TO INCREASE SKILLS AND EMPLOYABILITY

(PAC-WISE)

PROJECT REPORT

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Series PVEP-1040 Sub A
PROJECT NO. 88104012
Funded by the Texas Higher Education Coordinating Board
Model Programs and Demonstration Projects

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PALO ALTO COLLEGE
WORKING TO INCREASE SKILLS AND EMPLOYABILITY
(PAC-WISE)

PROJECT REPORT

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Series PVEP-1040 Sub A
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Model Programs and Demonstration Projects

PALO ALTO COLLEGE
Series PVEP-1040 Sub A
Project No. 88104012
Project Report

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I. EXECUTIVE SUMMARY

The PAC-WISE program provided 150 hours skills training in office occupations to single parents and homemakers with a high school diploma or GED certificate. Recruitment was effected mainly through our GED classes and a flyer in the lobby of our administration building.

Selection was based on need according to a three-point system that considered economic disadvantage, lack of skills or work experience, and number of minor children. Successful candidates were tested on admission. The 42-item test included questions on grammar, spelling, and telephone etiquette. The same test was given as a post test.

Classes were held five hours a day, five days a week, for six weeks. They included 10 hours of Career Guidance, 20 hours of Job Search Skills, 10 hours of Personal and Professional Development, 20 hours of Computer Use, 10 hours of Office Procedures, 20 hours of Grammar, and 60 hours of Typewriting.

Evaluations by the students were generally excellent toward the program and the individual instructors. The most frequently occurring comment was that the program should be longer.

Students have found employment and/or are registered for vocational classes.

II. INTRODUCTION

General Overview

The PAC-WISE (Palo Alto College--Working to Increase Skills and Employability) program was designed to enhance literacy and provide training, retraining, and employability of single parents/homemakers. The program gave priority to economically and/or academically disadvantaged populations.

Skills training offered was basic to all office occupations and was appropriate to entry-level positions at any business, industry, or organization, and were transferable to a variety of entrepreneurships.

A series of four six-week programs was held to (a) assess vocational interests, (b) enhance personal and professional skills, (c) develop keyboard speed and accuracy, (d) improve written and oral communication, (e) introduce information processing, and (f) teach job search skills. At completion of the program, students were prepared for placement in entry-level office occupations, and/or have formulated plans for implementing long range goals by enrolling in regular academic and career-oriented classes or adult vocational classes.

Goals of the Program

The goals of the program were to provide instruction that would qualify participants to seek employment in entry-level office occupations and to assist in securing placments for those applicants (see section VI Placement). These goals were to be facilitated through 150 hours of course work described in the individual syllabi in section V Curricula.

II. RECRUITMENT

Sources

Invitations were extended to students having recently completed GED classes, students currently attending GED classes, and caseworkers at the Department of Human Resources. Flyers were distributed to neighborhood businesses and mailed to churches, military base chaplains, independent school districts, and social service agencies, and were placed in strategic locations on campus: the lobby of the administration building, the counseling office, the library, and the Student Learning Assistance Center at Palo Alto College.

Procedures

Prospective students from former GED classes were contacted by telephone and by mail. Classes in process were visited at Palo Alto

College and the Pan American library. DHR caseworkers referred clients to the program. Churches, school districts, and social service agencies received flyers through the mail. Some made referrals to the program while others simply posted the flyer in a conspicuous place. Contacts were made at some agencies by visiting with the resource persons and by attending networking opportunity meetings.

Qualified students were invited to attend orientation meetings where the program was explained and interested applicants completed intake paperwork.

Rationale

The GED graduates were contacted first as prospects because they seemed most likely to fit the description of our targeted population. Palo Alto College and the immediate neighborhood appeared our next most likely source of candidates and, finally, the agencies that served the college's neighborhood.

IV. SELECTION CRITERIA AND PROCEDURES

Qualified candidates were single parents or homemakers, with high school diplomas or GEDs. Priority was given to economically disadvantaged individuals who had an expressed interest in training for office occupations. Applications were mailed to prospective students with the request they be returned to the PAC-WISE office for processing. A three-point system based on need, was adopted to rate the applications and a committee was formed to review the applications prior to admission.

"Need" points were based on:

(1) Income at or below poverty according to JTPA 1987 guidelines until March, then the JTPA guidelines effective February 12, 1988 were used,
(2) Skills, or a lack of them, based on work history and experience,
(3) Number of minor children to support.

Successful candidates were invited to orientation meetings where the intake paperwork and pre-tests were completed.

Applicants not admitted to the program were referred, as appropriate, to one or more of the following:

a) Academic advising/financial aid
b) Continuing education classes
c) Student placement/counseling
d) Office skills classes at:
   Harlandale Independent School District
   Northside Independent School District

Northeast Independent School District
Project Job Match
Women's Employment Network
Texas Employment Commission
South Central Texas Regional Training Center
Department of Human Resources and Services
Senior Employment Program
(BCOIC) Bexar County Opportunities Industrialization Center
Texas A & M Extension Services

V. CURRICULA

Classes were held five hours a day, five days a week, for six weeks according to the following schedule:

One hour	Career Guidance	(10 days) =	10 hours
One hour	Job Search Skills	(20 days) =	20 hours
One hour	Personal and Professional Development	(10 days) =	10 hours
One hour	Computer Use	(20 days) =	20 hours
One hour	Office Procedures	(10 days) =	10 hours
One hour	Grammar	(20 days) =	20 hours
Two hours	Typewriting	(30 days) =	60 hours
Total hours			150 hours

A typical class schedule is attached.

An individual syllabus was developed for each of the six classes. Following are the daily schedules for each of the classes along with a syllabus for each class.

CLASS SCHEDULE

MAY 9 through May 20		Bldg./Room	Instructor
	Mon-Wed-Fri	A 114	Evans
	Tues-Thur	J 832	Evans
10:00 a.m.	CAREER GUIDANCE	A 114	Evans
11:00 a.m.	PERSONAL & PROFESSIONAL DEVELOPMENT	A 114	Evans
12:00 noon	LUNCH		
1:00 p.m.	COMPUTER USE FOR OFFICE OCCUPATTIONS	B 232	Burleson
2:00 p.m.	BREAK		
2:15 p.m.	TYPING	A 113	Villarreal

May 23 through June 17			
	Mon-Wed-Fri	A 114	Evans
	Tues-Thur	J 832	Evans
10:00 a.m.	JOB SEARCH SKILLS	A 114	Evans
11:00 a.m.	LUNCH		
12:00 noon	OFFICE PROCEDURES 5/23-6/3 COMPUTER USE 6/6-6/17	B 232	Burleson
1:00 p.m.	WRITTEN & ORAL COMMUNICATION/ REVIEW OF GRAMMAR	B 232	Burleson
2:00 p.m.	BREAK		
2:15 p.m.	TYPING	A 113	Villarreal

Regular and punctual attendance to classes is required. A student absent for any reason will be allowed to make up work in the typing laboratories. However, the student will be responsible for all materials. It is recommended you check with classmates for notes and asssignments you might have missed, and that you request missing handouts from the instructor.

Absences of each student are recorded, without exception, from the official date of enrollment. A student who has accumulated absences equivalent to 30 hours of instruction may be dropped from the program.

CAREER GUIDANCE

Description — Ten hours in career guidance designed to assess interests through the use of paper and pencil tests, the career resources lab, and library research.

Objectives — Students will be able to identify their interests, use research resources, and submit a written long term career plan.

Paper And Pencil Tests

Competency — Students will be able to assess their vocational interests, job-related temperament factors, aptitude/achievement, and special decision-making strengths.

Assessment — Students complete the Strong-Campbell Interest Inventory, the World of Work Inventory, and the Myer-Briggs Type Indicator.

Evaluation — The scored Strong-Campbell Interest Inventory will be evaluated through the use of the Pathfinder audio-visual program. Students will interpret their own profiles by following instructions on the video monitor. The scored World of Work Inventory and Myer-Briggs Type Indicator will be evaluated according to their accompanying manuals. Students will receive feedback through highlighted sections of selected pages of the manuals.

Copies of the profiles will be kept in each student's file. The instructor will provide one-on-one interpretation and counseling.

Career Resource Lab

Competency — Students will know who and what are available as career search resources. They will be able to locate the Dictionary of Occupational Titles (D.O.T.), the Occupational Outlook Handbook, the Discover program, and the placement office.

Assessment — Students will be required to use the Career Resources Lab when and if necessary to further pursue their vocational interests. Students will develop written longterm career plans and will submit their plans to the instructor.

Evaluation — Students will receive feedback from a peer counselor or the vocational counselor, as appropriate, when they use the lab facilities. The instructor will make comments on

the plans and return them to the students to be corrected where necessary. Corrected copies are filed in the individual students' folders.

Library Research

Competency — Students will be able to locate specific library holdings using the Online Catalog.

Assessment — Students will be required to complete an exercise in the use of the computerized catalog in which they will be required to know where to locate books on local businesses and books of opportunities in specific careers.

Evaluation — The written exercise will be reviewed by the Librarian; corrected and returned to the student.

JOB SEARCH SKILLS

Description — Twenty hours in job search skills will provide training in uncovering job openings and writing letters of application and follow-up letters; preparing resumés; job interviewing, and appropriate dress for business.

Objectives — Students will be able to write an effective resumé, write appropriate job search letters, aggressively seek employment, ask and answer questions at a job interview, dress appropriately for the interview and for the job.

Uncovering Job Openings and Writing Cover Letters

Competency — Students will be able to identify job leads by using the newspaper classified ads, employment agencies, temporary agencies, professional associations, volunteer and networking opportunities, and to write cover letters for job applications.

Assessment — Students will be required to complete the handouts "Classified Ads," "Where To Look For Jobs," and "Practice Writing A Resumé Cover Letter."

Evaluation — The written handouts will be evaluated based on content and evidence of understanding. The students will have located blind ads, identified ads, employment agency ads, and temporary agency ads. The students will have located names, addresses, and telephone numbers of agencies and associations. Students will have written a sample cover letter.

The instructor will review the handouts and return them with comments.

Preparing Resumés

Competency — Students will be able to generate a functional resumé.

Assessment — Students will complete the handout "Practice Writing Your Resumé from "Interviews That Work For Women."[1]

Evaluation — The written resumé will be evaluated on the basis of content. The resumés will be an accurate showcase of the students' skills and abilities. The resumés will be reviewed by the instructor and returned to the students with comments. The students will rework the resumés and a copy of their best product will be kept on file for placement assistance.

Job Interviewing

Competency — Students will be able to answer interview questions and ask appropriate questions about the job.

Assessment

1. Students will be required to complete key questions on the handouts "Questions Frequently Asked by Interviewers" and "Questions That Should Not Be Asked But Frequently Are."

2. Students will be required to role-play an interview, with a partner, on videotape.

Evaluation

1. The written handout will be used as a focusing tool for practice. The key questions will be answered verbally. Evaluation will be based on responses given quickly, carefully, completely, and truthfully. The instructor will provide immediate verbal feedback where responses are not quick, careful, complete and true. Assertive responses to illegal questions will be encouraged.

2. Visual feedback of the interviews will be provided by showing the videotape in class. The instructor will make positive comments on students' poise, voice modulation, body language, and content of speech.

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1. Federal Grant #87-1040-SE200, San Jacinto College South, Juanita Price and Jane Dews, a workbook designed to teach women the use of positive inteviewing skills.

Dress For Business

Competency	Students will be able to select clothing appropriate to an interview and to coordinate a professional look in hairstyle and make up.
Assessment	Students will demonstrate competency by conforming to the dress code on special dates highlighted on their Class Outline.
Evaluation	Guest fashion coordinators will make positive comments on the students' appearance and offer suggestions on techniques to accessorize and complete their business wardrobes.

CAREER GUIDANCE AND JOB SEARCH SKILLS

10:00 a.m. - 11:00 a.m.

May 9	Strong-Campbell Interest Inventory
May 10	World of Work Inventory
May 11	*(2 hour exercise class)
May 12	Myer-Briggs Type Indicator
May 13	*Field Trip---Dressing for Success on Less $
May 16	(2 hour Human Relations workshop)
May 17	(2 hour Human Relations workshop)
May 18	Personal Grooming--Skin and Hair Care
May 19	Career Lab
May 20	*Career Dressing
May 23	A Realistic Approach. Exercise: The Party. Filmstrip. Positive Attitudes: Getting a Job
May 24	Exercise: Most Significant Occasions. Filmstrips: Win With Motivation; Values, Decisions, Success
May 25	Exercise: Functional/Transferable Skills Inventory
May 26	Filmstrips: Did You Get My Message? Before Tomorrow Becomes Today
May 27	*Information Interviewing. Tour
May 30	Where to Look for Jobs: Classified Ads, Cover letter
May 31	Where to Look for Jobs: Agencies, Associations
June 1	Where to Look for Jobs: Volunteering, Cold Calling
June 2	Where to Look for Jobs: Telephoning, Networking
June 3	*Applications. Filmstrip: Only the Good Need Apply
June 6	Resumé Writing: Review of Cover Letters
June 7	Resumé Writing: Filmstrips: Writing Your Way Up The Job Ladder; So Others Can Meet You
June 8	Resumé Writing. Practice
June 9	Interviewing: Types of Interviews; Questions Asked
June 10	*Interviewing practice. Filmstrip: Your Appearance--The Interview; Up Close and In Person
June 13	Interviewing: Visual Poise; Sabotage
June 14	*Interviewing practice. Videotape mock interviews
June 15	Planning and Evaluating; After the Interview; Thank you Letters
June 16	Final Exams
June 17	*Review of Videotape interviews; Luncheon

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* Special Dress Code in effect

PERSONAL PROFESSIONAL DEVELOPMENT

Description — A ten hour course in personal and professional development. The class work is designed to provide personal/professional skill training in time management, goal setting, stress management, assertive training and basic wellness.

Objectives — Students will be able to set goals, manage time, manage stress, make decisions, demonstrate assertive skills, balance meals, and appreciate the need for exercise.

Setting Goals

Competency — Students will be able to establish long range, short term, and immediate goals.

Assessment — Student will be required to complete the handout "Goals" from the Occupational Curriculm Laboratory package on time management.[2]

Evaluation — The written exercise will be evaluated on the basis of content and evidence of understanding. The student will have outlined long range, short term, and immediate goals. The goals should be achievable within the defined time limits or the student will be required to modify their goals to fit the defined time limits.

Time Management: Schedules And Priorities

Competency — Students will be able to demonstrate a basic understanding of the changes required in their daily routines to maintain a working schedule and balance household responsibilities.

Assessment — Students will outline a time-management plan which includes a schedule of activities in definite time periods.

Evaluation — The written outline will be evaluated on the basis of content. The plans are achievable within defined time periods or the students will be required to rework their plans until they appear achievable.

Stress Management

Competency — Students will be able to identify stressful events in their lives and gain control over the degree of stress they experience.

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2. This material was designed with exercises that are capable of being adapted to the needs of the class.

Assessment

1. Students will complete the Social Readjustment Rating Scale.

2. Students will be able to generate a list of: (a) feelings (emotions) associated with stress (b) physiological symptoms, the part of the body where stress is first noticed (c) causes of their current stress and (d) some of the ways they handle stress.

Evaluation

1. The written test will yield a number score which will suggest a percentage chance of developing serious illness.

2. The written lists will be evaluated on the basis of an understanding of (a) emotions apart from ideas, beliefs, or opinions, (b) the relationship and/or symbology of physical symptoms to psychological stressors, (c) tracing current discomfort to a particular source, and (d) stress-relieving and preventive techniques. The instructor will review the lists and insert suggestions and recommendations.

Assertiveness Training

Competency

Students will be able to develop skills in human relations by identifying their assertive feelings, practicing assertive responses, and cognitively understanding irrational beliefs about assertive behavior.

Assessment

1. Students will complete an Assertive Feeling Inventory.

2. Students will be able to generate a list of situations in which they are sub-assertive or aggressive.

3. Students will be able to develop a list of circumstances in which they might be limiting themselves by irrational thinking, along with a possible remedy based on rational thought.

Evaluation

1. The written test will yield a number score which will suggest a level of assertiveness.

2. Demonstrated proficiency will be by role-playing assertive situations.

3. The written lists will be evaluated based on an understanding of Albert Ellis' A + B = C formula. The instructor will review the lists and return them with suggestions and recommendations.

Wellness: Nutrition

Competency	Students will be able to develop skills in balancing meals based on the ratio of 60% complex carbohydrates, 15% protein, and 25% fat reported by the 1977 Senate Select Subcommittee for Nutrition and the National Need.
Assessment	Students will complete the handout "Balanced Meal Planning" by planning a meal based on the correct number of grams or calories for each food group.
Evaluation	The written handout will be evaluated based on the accuracy of the totals for each meal. The instructor will correct the handout.

Wellness: Exercise

Competency	Students will be able to develop an understanding of the benefits to the body of a regular exercise program.
Assessment	Students will have an appreciation of the need for exercise.
Evaluation	The instructor will evaluate each student by the degree of her participation in the class.

PERSONAL AND PROFESSIONAL DEVELOPMENT

11 a.m. - 12 noon

May 9	Time Management	Schedules & Goals
May 10	Stress Management	Wellness: Nutrition & Hygiene
May 11	*Stress Management	Wellness: Exercise & Relaxation
May 12	Stress Management	Social Readjustment Rating Scales; Causes & Symptoms; Prevention
May 13	*Field Trip	Dressing for Success on Less $
May 16	Human Relations	Assertive Feelings Inventory; Examples of Assertive Responses; Types of Assertion
May 17	Human Relations	Irrational/Rational Beliefs; Glossary of Systematic Skills
May 18	Personal Grooming	Skin and Hair Care
May 19	(2 hour Career Lab)	
May 20	*Career Dressing	

*Special Dress Code in effect

COMPUTER USE

Description — Twenty hours in computer use for Office Occupations will introduce students to the computer as a tool in efficiently completing office tasks.

Objection — Students are able to load word processing, database management and spread sheet programs, and to initiate and complete elementary applications.

Introduction To The Computer As A Tool

Competency — Students will develop an understanding of basic computer literacy, how computers work, diskettes, microcomputer components, and floppy disks. Students will be able to understand and use the DOS (disk operating system), WordPerfect, (word processing), Lotus 1-2-3 (spreadsheet) and DBASE III PLUS (database) software.

Assessment — Students will be required to complete the handouts "Things To Do" which are stored on their computer disks.

Evaluation — Printouts of the exercises will be evaluated based on accuracy of content. The exercises will be corrected by the instructor and returned to the students. Students will generate corrected copies which will be filed in their individual folders.

INFORMATION PROCESSING:

COMPUTER USE FOR OFFICE OCCUPATIONS

1:00 p.m. - 2:00 p.m.

May 9	Orientation
May 10	Computer use in society
May 11	Microcomputer components: Systems unit, Monitor, Keyboard, Disk Drives, and Printer
May 12	Disk Drives (Types): Naming conventions, Prompts
May 13	Floppy Disks: Purposes, uses and care
May 16	Disk Operating System (DOS): Functions and Commands (Format, Dir, copy, comp, diskcopy, diskcomp, rename, and erase
May 17 & May 18	DOS Directories and Subdirectories Uses, creation, changes, removals
May 19 & May 20	Introduction to Word Processing Uses, Loading WordPerfect, Concepts of WordPerfect usage
June 6	WordPerfect Command Structure
June 7	Using WordPerfect to Study Oral and Written Communications
June 8	Advanced WordPerfect Commands: Blocking, Cursor movement, Printing
June 9 & June 10	Lotus 1-2-3- (Spreadsheet)
June 13 & June 14	Lotus 1-2-3- (Spreadsheet) Uses, Loading, Commands, Practice, Create Home Budget
June 15 - June 16	DBASE III PLUS (Database) Uses, Loading, Commands, File Structure, Practice, Create Mailing List

WRITTEN AND ORAL COMMUNICATIONS

Description — Thirty hours in written and oral communication will provide basic English language skills: grammar, punctuation, abbreviaitons, capitalization, numbers, writing sentences and paragraphs, writing business letters; spelling, telephone etiquette, and records management.

Objective — Students will be able to develop business letters in response to specific requests, demonstrate good spelling habits of proofreading and the use of the dictionary, demonstrate acceptable telephone techniques, and demonstrate the principles of records management.

Grammar

Competency — Students will be able to upgrade their ability in written communication including grammar, abbreviations, capitalization, punctuation, numbers, and writing sentences and paragraphs.

Assessment — Students will be required to complete the handouts from the Occupational Curriculum Laboratory packages on "Developing & Improving Written Communication" which are stored on their computer disks.[2]

Evaluation — Completed exercises will be evaluated based on accuracy of content. The exercises will be corrected by the instructor and returned to the students. Students will generate corrected copies which will be kept on file in their individual folders.

Office Procedures

Competency — Students will be able to refine and improve their spelling skills; become familiar with the need, terminology, equipment and supplies, rules and procedures associated with filing; learn effective ways to deal with the public and maintain an appointment calendar; work with the postal service and other types of mail and package-handling firms; and learn the techniques required of an employee who is involved in telephone communication.

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2. This material was designed with exercises that are capable of being adapted to the needs of the class.

Assessment	Students will be required to complete the handouts from the Occupational Curriculum Laboratory on "Spelling for the Office," "Introduction to Filing," "Alphabetical Indexing for Names of Individuals and Business," "Handling Office Callers and Appointments," "Handling Incoming & Outgoing Mail," and "Business Telephone Etiquette."[2]
Evaluation	Completed exercises will be evaluated based on accuracy of content. The exercise will be corrected by the instructor and returned to the students. Students will generate corrected copies which will be kept on file in their individual folders.

2. This material was designed with exercises that are capable of being adapted to the needs of the class.

WRITTEN AND ORAL COMMUNICATIONS:

GRAMMAR

1:00 p.m. - 2:00 p.m.

May 23	1-1 Subject-Verb Agreement
May 24	1-1 Subject-Verb Agreement
May 25	1-1 Phrases and Clauses
May 26	1-1 Contractions
May 27	1-1 Nouns of Foreign Origin
May 30	1-2 Positive, Comparative and Superlative Degree
May 31	1-2 Absolute Adjectives
June 1	1-3 Formation of Possessives
June 2	1-4 Plural Possessives
June 3	1-5 Vocabulary
June 6	1-6 Abbreviations
June 7	1-7 Abbreviations
June 8	1-8 Abbreviations
June 9	1-9 Capitalization
June 10	2-1 Punctuation and Expression of Numbers
June 13	2-2 Use of the Comma
June 14	2-3 Semicolons
June 15	2-4 Colons
June 16	2-5 Other Punctuations Marks
June 17	2-6 Writing Sentences

WRITTEN AND ORAL COMMUNICATIONS:

OFFICE PROCEDURES

12:00 a.m. - 1:00 p.m.

May 23	3-1	Spelling for the Office
	3-2	Spelling for the Office
May 24	3-3	Homonyms
	3-4	Begin, Occur, Stop and Travel
May 25	3-5	Doubling the Final Consonant
	3-6	E-I and I-E Combinations
May 26	4-1	Filing for the Office
May 27	4-1	Filing for the Office
May 30	4-1	Filing for the Office
May 31	5-1	Office Callers and Appointments
June 1	6-1	Handling Incoming and Outgoing Mail
June 2	7-1	Business Telephone Etiquette
June 3	7-1	Business Telephone Etiquette

TYPING

Description — Sixty hours of typewriting will provide familiarity with the typewriter, its parts and functions. Students will develop keyboarding skills, and improve their typing speed and accuracy.

Objective — Students will be able to demonstrate proficiency in typing at 30-35 words per minute with five errors or less.

The Typewriter, Its Parts And Functions

Competency — Students will be able to identify the parts and functions of the typewriter, to develop keyboard efficiency, and to begin formatting and typing documents for personal use.

Assessment — Students will be able to master alphabetic reaches, to operate keyboard without looking at their fingers, to type easy paragraph copy, and to type or keyboard at the rate of 14 or more gross words a minute.

Evaluation — Typewritten exercises will be timed for one minute. Students receive instant feedback by scoring their own timed exercises. The goals for the first timing are ten words per minute; they increase at five words per minute for each week thereafter.

Typing Speed And Accuracy

Competency — Students will develop further keyboard efficiency and formatting skills.

Assessment — Students will be able to achieve smoother keystroking, improve use of special machine parts, develop a relaxed, confident attitude, and increase keystroking speed.

Evaluation — Typing exercises will be timed for five minutes. Students receive instant feedback by scoring their own timed exercises. The goals for the first timing are 30 words per minute during the fifth week of class, then 35 words per minute week six. Exercises reflecting the students' best timings are kept in file in their individual folders. Students are given a Certificate of Proficiency if they have achieved a typing speed of 40 or more words per minute with accuracy of five errors or less.

Keyboarding Skills

Competency	Students will develop skills in composing and preparing business letters, typing envelopes and their own resumés.
Assessment	Students will be able to prepare business letters in block and modified block styles, address large and small envelopes, demonstrate skills in composing business letters, and typing the resumés they composed in their Job Search class.
Evaluation	The instructor will correct the letters, envelopes, and resumés. The students' best business letter and resumé are kept on file in their individual folders.

TYPING

2:15 p.m. - 4:15 p.m.

May 9	Introduction to keyboarding - page 7
May 10	Home Row Keys - page 8
May 11	Letters "E" - page 9
May 12	Letters "T" and "O" - page 10
May 13	Practicing keystroking techniques - page 11
May 16	Practicing keystroking techniques - page 12
May 17	Practicing special reach combinations - page 13
May 18	Letters "C" and "H" - page 14
May 19	Letters "R" and "Right Shift" - page 15
May 20	Letters "W" and "U" - page 16
May 23	"Left Shift" and Period (.)" keys - page 17
May 24	Keystroking/shifting techniques - page 18
May 25	Letters "X" and "I" - page 19
May 26	Letters "G" and "N" - page 20
May 27	Letters "V" and "Comma (,)" keys - page 21
May 30	Letters "Q" and "Y" - page 22
May 31	Overall Review - page 23
June 1	Letters "Z" and "M" - page 24
June 2	Letters "B" and "P" - page 25
June 3	"Colon (:)" and Question Mark (?)" keys - page 26
June 6	Learning to use tabulator key, paragraphs, and 1-minute timings - page 27
June 7	Typing Business Letters (block style) - page 78 and 5-minute timings
June 8	Formal Business Letters in block style - page 80 and 5-minute timings
June 9	Typing Business Letters (modified block style) - pages 84 & 85
June 10	Typing Business Letters (modifiect block style) - page 89
June 13	Addressing large and small envelopes - page 62
June 14	5-minute timed writings
June 15	Typing Resumés
June 16	Typing Resumés
June 17	Typing scores/graduation

VI. PLACEMENT

The PAC - WISE program provided placement assistance to participants by teaching students to aggressively seek employment. Five hours of job search skills class were devoted to uncovering job openings, five hours to effective resumé writing, and five hours to interview techniques including visual poise and body language. Three additional hours were devoted to career dressing and grooming.

Students were taught to develop individual strategies to pursue each job lead they uncovered. Guidance in designing the strategies was provided, and checklists were made available, for their step by step implementation.

Counseling was also provided for students expressing an interest in college entrance.

Students were tracked as they sought and secured employment. As job leads were provided by the Palo Alto College placement office, eligible applicants from our pool of job seekers were telephoned.

The Public Information Officer worked on a brochure that will be distributed among local business people who are in a position to hire PAC-WISE students. The brochure states that we have a pool of people who are trained for entry-level office work or internships in general office work, that they have little of no office experience but are accustomed to hard work. They have been cooks, cashiers, seamstresses, waitress, etc., and all are mothers and homemakers.

VII. FOLLOW UP/EVALUATION

Success is measured by the number of students who are placed in gainful employment and the number of students who enroll for further vocational training or regular academic classes. Follow-up surveys were made at regular intervals.

Start-up phases were measured by the number of admissions to the program. This number was limited in each segment based on the availability of typewriters and computers. Some graduates report having found desirable employment, are attending school, or are enrolled for fall semester.

Performance measures tlined in "Goals" (section II of this report) checked each step of each phase of the program, as well as each task assigned to individual student participants.

Students themselves provided measurable criteria during the implementation phases through the results of written tests and projects

which required demonstrated proficiency in each area. They were:

(a) a resumé
(b) computer assignments
(c) a job plan
(d) typing speed and accuracy
(e) final 5-minute timing
(f) best business letter

Proficiency was demonstrated in career dressing and interview skills by way of the videotape performances. Students were required to dress in their best business outfits and interview each other on camera paying careful attention to voice control and body movement, eye contact, and firm handshakes. They were also required to pay some attention to the content of their speech by listening to a job description and responding with their appropriate skills.

VIII CONCLUSION/SUGGESTION

The success of the program was due, in large part, to the enthusiasm generated by well-wishers in the neighborhood of the college and by the cooperation of the campus community.

Our flyers were eagerly disseminated by schools, churches, businesses, and social service agencies who made referrals to the program. We were courteously received during personal visits to community organizations.

Every department on campus contributed support by attending our functions, speaking to classes, publicizing through the media, or otherwise performing their regular duties in a cooperative manner.

We recommend communication be maintained with the campus and the community through invitations, memoranda, news items, and thank you letters and that the quality of the program be upheld through the careful selection of professional speakers, current materials, and state of the art equipment. It is also important, we feel, to develop and maintain rapport with every student served, and to provide ongoing support through the job search phase and/or continued academic career.

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POSITIVE ATTITUDES I: Getting a Job.
Live-action video emphasizes how a positive attitude in preparing for the job search increases the chances for employment. Stresses the importance of a positive self-concept during the interview. Provides hilpful tips for exhibiting a positive attitude: being on time, having a good appearance, stressing good points, willingness to learn. Examines several interview situations in which success is measured by apositive attitude.

WIN WITH MOTIVATION
Live action video stresses the importance of motivation while seeking a job, performing well on the job, and advancing to a better position. Prompts the viewer to determine his or her motivational factors and consideration of these factors during job selection. Shows situations in which employees describe different types of motivation for personal job success and satisfaction. Emphasizes the role of self-motivation in emplyment success and personal happiness.

VALUES, DECISIONS, SUCCESS!
Live-action video examines values needed for success in getting and keeping a job. Values discussed include: dependability, cooperation, honesty, initiative, willingness to learn, and follow instructions. Shows situations in which the viewer is encouraged to react according to his/her values system.

DID YOU GET MY MESSAGE?
Live- action video describes the importance of effective verbal and non-verbal communication. Emphasizes non-verbal communication as creating the first impression made on others (e.g. body language, mannerisms, posture, dress, etc.) Discusses correct grammar, manners, and tips for effective verbal communication. Provides ways of communicating postively to an employer through speech and actions.

BEFORE TOMORROW BECOMES TODAY
New, live-action video encourages proper planning to realistically determine and attain one's life and employment goals. Discusses the types of education and training required for skilled and unskilled jobs. Leads the viewer through planning his/her life and career goals.

WRITING YOUR WAY UP THE JOB LADDER
Live-action video leads the viewer through written communication during the job search (e.g. letters of application, resumes, interview follow-up letters.) Descusses the importance of written communications on the job: forms, letters, memos, etc. Helpful hints for effective written communication are provided to assist during the job search and to insure success on the job.

YOUR APPEARANCE : The Interview
Live-action video examines several interview situations in which the applicant's appearance determines the chances for employment. Topics covered include: appropriate dress, cleanliness of body, and well-kept clothes. Offers ways to improve appearance. Shows that a good appearance is vital to impress the interviewer.

ONLY THE GOOD NEED APPLY
New, live-action video offers helpful tips on making a good impression when completing an application-such as being neat, being honest, being accurate, using correct grammar and following directions. Includes examples of open-ended questions and suggestions for answering each.

SO OTHERS CAN MEET YOU
New, live-action video discusses the purposes and proper uses of a resume. Presents an in-depth view of a resume. Several examples help to emphasize the importance of an accurate, well organized resume in making a good impression on a prospective employer.

UP CLOSE AND IN PERSON
New, live-action video offers many tips for a successful interview. Emphasizes the importance of an interview in convincing the employer that the applicant is the right person to hire. Instructs the viewer on proper ways to handle typical interview situations and how to write a follow-up letter.